DOCUMENT RESUME

ED 120 202 TM 005 160

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TITLE	National Longitudinal Study of the High School Class of 1972: Comparative Profiles One and One-Half Years After Graduation.
INSTITUTION	National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO	NCES-76-220
PUB DATE	75
NOTE	68p.; For related documents, see ED 097 368-372 and ED 111 850
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Academic Ability; Career Planning; *Comparative Analysis; Geographic Regions; High School Curriculum; *High School Graduates; *Longitudinal Studies; *National Surveys; Post Secondary Education; Racial Differences; Senior High Schools; Sex Differences; Socioeconomic Status; Statistical Data; Student Attitudes; Student Experience; Student Records; Work Experience
IDENTIFIERS	*National Longitudinal Study

ABSTRACT

The National Longitudinal Study (NLS) is periodically querying a large national sample of members of the high school class of 1972 to chart their educational, vocational, and personal development and to relate this information back to earlier experiences, plans, and personal and biographical attributes. The study will provide a better understanding of the growth and development of persons under the American educational system and the factors associated with individual educational and career outcomes. This report presents data obtained from responses to selected items on the First-Followup Questionnaire which was administered in the fall of 1973. The response data was simplified, condensed, and organized for a concise presentation thought to be of general interest to a broad group of policymakers and researchers. Tables are presented, which are comparative profiles of class of 1972 high school graduates 1 and 1/2 years after graduation, on these topics: (1) male-female comparisons; (2) high school program comparisons; (3) racial-ethnic group comparisons; (4) academic ability group comparisons; (5) socioeconomic group comparisons; and (6) regional comparisons. Family status and living conditions in October 1973; plans, values, and attitudes; postsecondary education; and civilian work experiences are the classes of variables included in these tables. The NLS First Follow-Up Questionnaire, Form A, is appended. (Author/BJG)

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NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

COMPARATIVE PROFILES ONE AND ONE-HALF YEARS AFTER GRADUATION

TM005 160

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ERRATA–NCES 76-220

National Longitudinal Study of the High School Class of 1972

COMPARATIVE PROFILES ONE AND ONE-HALF YEARS AFTER GRADUATION

Contents, p. v, title of table 3 should read: Comparative profiles of class of 1972 high school graduates 1½ years after graduation–racial-ethnic group comparisons, not academic ability.

Table 2, p. 12, percent giving response to fourth item–Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools–should read: 17, 23, 16, not 17, 17, 17.

Table 3, p. 18, percent giving response to first item–Grades in all course work or training since high school . . . about half B and half C–should read: 25, 31, 30, not 25, 31, 40.

NCES 76-220

NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

COMPARATIVE PROFILES ONE AND ONE-HALF YEARS AFTER GRADUATION

by
William B. Fetters
National Center for Education Statistics
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U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1975

For sale by the Superintendent of Documents, U.S. Government Printing Office
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FOREWORD

The National Longitudinal Study (NLS) is periodically querying a large national sample of members of the high school class of 1972 to chart their educational, vocational, and personal development and to relate this information back to earlier experiences, plans, and personal and biographical attributes. The NLS is sponsored by the National Center for Education Statistics with support from various elements of the U.S. office of Education that have interests in the long-range effects of educational policy. The study will provide a better understanding of the growth and development of persons under the American educational system and the factors associated with individual educational and career outcomes. Its goal is to furnish a factual basis for verifying and refining Federal policy concerned with maximizing individual access to educational and vocational opportunity, improving the general educational system, and aiding young people to assume a productive, satisfying, and wholesome adult role in society. The secondary purpose is to extend the general scientific knowledge of human development in the important years covering the transition from high school to adult careers.

NLS First Followup Survey data was collected between late October 1973 and April 1974 from over 21,300 persons, a response rate of 93 percent. This report presents preliminary tables summarizing some of the First Followup Survey data.

The tables are provided in this form to make basic information available to educational policymakers and researchers quickly without the delay entailed in preparing conventional statistical analyses and normal publication refinements. Although the data have undergone the standard statistical edit checks, these results may contain unexpected flaws that a higher level of editing and the more thorough publication process usually uncovers and corrects. A finished report containing a complete, detailed tabular summary of First Followup survey data is being prepared for publication with issuance planned for early 1976. A set of analytical reports based on longitudinal investigation of the base-year and first followup data also will be issued beginning in early 1976.

Marjorie O. Chandler, *Director*
Division of Statistical Information and Studies

Elmer F. Collins, *Chief*
Statistical Analysis Branch

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EXPLANATIONS OF THE DATA

These tables form part of the complete National Longitudinal Study (NLS) statistical data base. A set of First-Followup Questionnaire items was selected to highlight some of the more interesting cross-sectional findings of the survey. A detailed report containing these and many other statistics and a series of analytical reports are planned. For information direct inquiries to:

William B. Fetters or Kenneth A. Tabler
National Center for Education Statistics
Room 3066, FOB-6
400 Maryland Avenue, SW.
Washington, D.C. 20202

For a facimile of the questionnaire, including directions for completing the form, see the appendix.

The tables contain percentages derived from responses to selected items of the First-Followup Questionnaire shown in the appendix. The responses have been simplified, condensed, and organized for a concise presentation thought to be of general interest to a broad group of policymakers and researchers. Table 1 presents a statistical profile of all persons 1½ years after high school graduation as well as comparisions for males and females. Subsequent tables compare groups of individuals based on their high school program (table 2), race-ethnicity (table 3), academic ability (table 4), socioeconomic background (table 5), and region of country where they attended high school (table 6).

The figures in the tables are national estimates based on a two-stage, deeply stratified probability sample selected from the population of about 3.0 million persons who were high school seniors in spring 1972. The Base-Year Survey was conducted at that time; First-Followup Survey data collection began in late October 1973 and extended through April 1974. Over 21,300 persons participated in the First-Followup Survey—a response rate of 93 percent. (About 99 percent had graduated from high school.)

The survey was conducted by the Research Triangle Institute under contract OEC-0-73-6666 for the National Center for Education Statistics. Dr. Kenneth A. Tabler of NCES was the project officer, Dr. Junius A. Davis of RTI the principal investigator.

Other NLS publications include the following:

Bruce W. Thompson, *National Longitudinal Study of the High School Class of 1972: Tabular Summary of Student Questionnaire Data, Vols. I and II,* Washington, D.C., U.S. Government Printing Office, 1974.

William B. Fetters, *A Capsule Description of High School Seniors: Base-Year Survey,* Washington, D.C., U.S. Government Printing Office, 1974.

William B. Fetters, *Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education,* Washington, D.C., U.S. Government Printing Office, 1974.

NLS computer tapes containing merged base-year/first-followup data also are available, along with a Data File Users Manual, to persons and organizations wishing to do data analyses to meet their own needs.

The estimates contained in the tables are based on a sample survey; hence they are subject to sampling error as well as a variety of types of nonsampling errors that occur in complete censuses as well as sample surveys. The difference

between a statistic estimated from a sample and its corresponding census value occurs due to chance. Sampling or chance variation is measured by the standard error. The chances are 2 out of 3 that an estimate from a sample will differ from the census value by less than one standard error. The standard error does not include the effects of any biases due to nonresponse, measurement error, processing error, or other systematic errors that would occur even in a complete survey. Detailed information on the sizes of the standard errors of the estimated percentages will be presented in subsequent reports. It is safe to assume, however, that the standard error of an estimated percentage is less than 1.0 percentage point except for (1) estimates involving the two minority groups (blacks and Hispanics) and (2) estimates derived from questions that were not asked of everyone (e.g., questions that only those going to school were supposed to answer.)

FOOTNOTES TO TABLE ENTRIES

[1] High school program was determined by the survey administrator's answer to the following question:

"Which of the following most clearly describes this student's present course of study?"

–General
–Academic or college preparatory
–Vocational or technical (in six categories)

In cases where the survey administrator did not provide this information, the senior's answer to a similar question was used to determine high school program.

[2] Race was determined by the subject's answer to the following question:

"How do you describe yourself?"

–American Indian
–Black or Afro-American or Negro
–Mexican-American or Chicano
–Puerto Rican
–Other Latin American origin
–Oriental or Asian-American
–White or Caucasian
–Other

The category "Hispanic" includes those who answered Mexican-American or Chicano, Puerto Rican, or other Latin American origin.

[3] Academic ability was determined from the composite value of test scores in four areas: vocabulary, reading, letter groups, and mathematics. The mean of the four standardized scores served as a general ability index. The terms high, medium, and low ability subgroups refer to subjects in the upper, middle two, and lower quartiles, respectively, of the composite score frequency distribution.

[4] The SES index is a composite of five components: father's education, mother's education, parents' income, father's occupation, and household items. Each component variable was standardized and then given equal weight in calculating the composite index. The terms high, medium, and low SES subgroups refer to subjects in the upper, middle two, and lower quartiles, respectively, of the composite score frequency distribution.

[5] The States included in the four Bureau of Census Regions are as follows:

Northeast (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania).

North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas).

South (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas).

West (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii).

[6] Columns add to more than 100 percent because many persons had planned to be engaged in more than one activity.

[7] Detail may not add to 100 percent due to rounding.

[8] Eight occupations each marked by fewer than 5 percent of all persons were combined into a miscellaneous category: farmer or farm manager, laborers, military, operative, proprietor or owner, protective service, sales, and service.

[9] Calculations exclude persons who marked the response option "no opinion."

[10] Other response options were "somewhat important" and "not important."

[11] There were 4 response options: "encouraged," "discouraged," "both," and "neither." The percentage of those who answered "encouraged" is tabulated.

[12] Data collection activities began in late October 1973 and were completed in April 1974. Over 50 percent of all responses were obtained by mid-December 1973.

[13] Other answer options were "neutral or no opinion," "somewhat dissatisfied," and "very dissatisfied."

[14] Percentage "very satisfied" or "satisfied." Other answer options were "dissatisfied" and "very dissatisfied."

[15] Figures stated are percentages who answered "used and obtained job." Other response options were "never looked or used" and "used but did not obtain job."

Table 1.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–males versus females

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:			
• Living within 100 miles of where lived when H.S. senior	78	76	80
• Living with parents	50	54	47
• Dependent on parents or others for over ½ financial support	44	40	47
• One or more persons dependent on subject for over ½ of financial support	9	11	6
• Married, separated, divorced, or widowed	17	10	24
II. PLANS, VALUES, AND ATTITUDES			
• Eventually expect to have more than 2 children	33	30	36
• Planned activity, October 1974:[6]			
–working	69	68	69
–taking vocational-technical courses at any kind of school or college	17	18	15
–taking academic courses at a 2- or 4-yr. college	43	47	40
–on active duty in Armed Forces	5	9	2
–being a homemaker	18	2	34
–other	4	4	4
• Planned amount of schooling:[7]			
–high school only	26	22	30
–vocational, trade, or business school	22	21	22
–some college, including 2-year degree	12	12	13
–college degree, 4- or 5-year program	25	27	23
–Master's degree or equivalent	10	11	9
–Ph.D., M.D., or equivalent	5	7	3
• Expected kind of work when 30 years old:[7]			
–clerical	10	2	18
–craftsman	9	17	1
–manager, administrator	6	10	3
–professional (excluding public school teacher)	32	34	29
–school teacher (elementary or secondary)	7	4	10
–technical	5	7	4
–miscellaneous categories[8]	18	26	8
–homemaker or housewife only	13	0.1	25
–not working	1	0.5	2
• Self-concept (percentage agreeing with statement):[9]			
–"I take a positive attitude toward myself"	94	96	94
–"I feel I am a person of worth, on an equal plane with others"	97	97	96
–"I am able to do things as well as most other people"	96	96	95
–"On the whole, I am satisfied with myself"	83	81	85
• Locus of control (percentage agreeing with each statement):[9]			
–"Good luck is more important than hard work for success"	9	10	8
–"Every time I try to get ahead something or someone stops me"	15	16	14
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	14	15	14
–"People who accept their condition in life are happier than those who try to change things"	30	30	29

Table 1.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–males versus females–(*Continued*)

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)			
• Life value (percentages answering "very important"):[10]			
–marriage and family life	86	84	88
–success in line of work	79	82	76
–strong friendships	72	74	71
–steady work	67	75	59
–ability to give children better opportunities than they have had	61	61	60
–leisure time to enjoy own interests	52	57	48
–working to correct social and economic inequalities	19	18	20
–lots of money	12	16	9
–leaving this area of the country	9	9	9
–living close to parents and relatives	9	7	10
–being a community leader	8	10	6
• Encouraged by parents or guardians to do the following things since leaving high school:[11]			
–go to college for academic education	60	64	57
–go to school for vocational or technical training	38	38	38
–get job or go to work	59	58	59
–travel or take a break	16	15	18
–get married	7	5	9
–enter Armed Forces	7	10	3
• Encouraged by friends their own age to do the following things since leaving high school:[11]			
–go to college for academic education	40	40	41
–go to school for vocational or technical training	23	22	24
–get job or go to work	39	36	41
–travel or take a break	40	43	36
–get married	14	9	18
–enter Armed Forces	4	6	2
III. POSTSECONDARY EDUCATION			
• Had attended some kind of postsecondary school or college since high school	64	64	63
• When surveyed, were taking[12]			
–vocational or technical courses at any kind of school or college	12	13	12
–academic courses at a 2- or 4-year college	38	40	36
• Type of school attended by those in school Oct. 1973:[7]			
–vocational, trade, business, or other career training school	11	10	12
–junior or community college (2-year)	28	28	27
–4-year college or university	58	58	59
–other	3	2	3
• Fields of study of those attending school in Oct. 1973:[7]			
–academic fields			
business	15	21	8
education	13	6	19
social sciences	12	13	12
humanities and fine arts	9	7	12

Table 1.--Comparative profiles of class of 1972 high school graduates 1½ years after graduation--males versus females--(*Continued*)

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
III. POSTSECONDARY EDUCATION--(*Continued*)			
• Fields of study of those attending school in Oct. 1973:[7]--(*Continued*)			
--academic fields--(*Continued*)			
biological sciences	8	10	6
engineering	4	8	1
physical sciences and mathematics	4	6	3
other academic fields and "undecided"	12	9	15
--vocational areas			
mechanical and engineering technology	6	11	0.2
health services	5	1	8
office and clerical	4	1	8
public services	3	3	2
computer technology	1	1	1
other vocational areas and "undecided"	2	2	2
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	25	23	26
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
--received new information about other fields	52	47	57
--interest aroused by other courses	48	47	50
--more jobs available for graduates in new field	35	33	36
--met people with new ideas	32	29	34
--content of courses differed from what expected	28	28	28
--received poor advice on original choice	24	24	23
--lacked information on jobs in original choice area	21	20	22
--courses were more difficult than expected	21	23	20
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	17	17	17
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
--to obtain better career opportunities	48	48	49
--to maximize intellectual and personal development	38	38	39
--interests changed to those not offered by the former school	34	32	36
--could feel more like belonged	26	29	22
--would have more group or social activities of interest	25	26	24
--to attend school closer to home	23	25	21
--to attend less expensive school	20	22	18
--to attend larger school	16	16	16
--to attend school farther from home	12	13	11
--to attend smaller school	11	13	9
--grades too low at former school	7	8	6
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	21	21	21
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):			
--wanted to get practical experience	26	28	25
--had financial difficulties	24	28	21
--failed or not doing as well as wanted	22	26	17
--offered good job	18	19	18

Table 1.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–males versus females–(*Continued*)

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):–(*Continued*)			
–school work not relevant to real world	18	19	16
–marriage or marriage plans	14	8	21
–courses too hard	7	8	7
–illness	6	4	8
–family emergency	4	3	4
–homesickness	3	3	4
• Grades in all course work or training since high school:[7]			
–mostly B or better	54	48	60
–about half B and half C	26	27	24
–mostly C or worse	21	25	16
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):[13]			
–intellectual growth	82	80	83
–development of work skills	76	74	78
–ability, knowledge, and personal characteristics of most teachers	73	72	74
–social life	68	66	70
–amount of money to get along on	58	56	59
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:			
–wanted to earn money for myself	66	69	63
–plans did not require more education	42	35	48
–planned to be married	35	22	47
–offered job I wanted	35	36	34
–could not afford 4-year college education	32	33	31
–wanted practical experience first	32	38	26
–needed to earn money before could pay for further education	31	34	29
IV. CIVILIAN WORK EXPERIENCES			
• Had job in Oct. 1973	64	67	61
• Satisfaction with various aspects of Oct. 1973 job:[14]			
–working conditions	81	78	84
–job as whole	78	77	79
–security and permanence	73	70	77
–pay and fringe benefits	69	70	68
–importance and challenge	68	68	69
–opportunity for developing new skills	64	65	64
–opportunity for promotion and advancement in this line of work	60	61	58
–opportunity for promotion and advancement with this employer	58	60	57
• Hours per week usually worked by those employed in Oct. 1973:[7]			
1–10	7	6	8
11–20	14	12	15
21–30	10	10	10
31–40	50	44	57
over 40	19	28	10

Table 1.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–males versus females–(*Continued*)

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]			
Less than $25	9	6	12
$ 26 – $ 50	15	12	18
$ 51 – $ 75	15	11	19
$ 76 – $100	25	20	29
$101 – $125	15	15	14
$126 – $150	10	15	5
over $150	12	20	3
• Expect to be working for *same employer* in Oct. 1974	52	53	51
• Expect to be working at *same kind of job* in Oct. 19[illegible]	56	55	58
• Worked at another (second) job in Oct. 1973	10	12	9
• Weeks worked, Oct. 1972 to Oct. 1973:[7]			
Zero	8	5	10
1–19	25	23	27
20–39	19	18	20
40–52	48	54	42
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]			
Zero	55	56	53
1–4	28	27	29
5–52	18	17	18
• Number of different employers, Oct. 1972 to Oct. 1973:[7]			
Zero	10	7	12
1	42	42	43
2	29	30	29
3 or more	19	22	17
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]			
–direct application to employers	52	54	50
–friends or relatives	46	52	40
–newspaper advertisements	15	13	16
–public employment service	6	6	7
–postsecondary school or college placement service	6	5	8
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):			
–going to school	63	70	58
–did not want to work	29	26	32
–not enough job openings available	19	17	20
–was full-time homemaker	14	1	24
–jobs available offered little opportunity for career development	9	9	9
–required experience did not have	9	6	10
–family responsibilities	8	1	13
–waiting to enter or in Armed Forces	6	13	1
–on temporary layoff or waiting to report to work	6	5	6
–not educationally qualified for types of work available	6	4	7
–health problems or physical handicap	3	2	4

Table 1.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–males versus females–(*Continued*)

Item	Percent giving indicated response		
	All persons	Sex	
		Male	Female
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):–(*Continued*):			
–could not arrange child care	2	0.1	4
–would have required moving	2	1	2
–union restrictions	1	1	0.5
• Of those not working in Oct. 1973, were looking for work in Sept. 1973	20	18	22

Table 2.--Comparative profiles of class of 1972 high school graduates 1½ years after graduation--high school program comparisons

Item	Percent giving indicated response		
	High school program[1]		
	Votech	General	Academic
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:			
• Living within 100 miles of where lived when H.S. senior	87	82	70
• Living with parents	56	52	45
• Dependent on parents or others for over ½ of financial support	27	34	60
• One or more persons dependent on subject for over ½ of financial support	12	12	4
• Married, separated, divorced, or widowed	26	22	8
II. PLANS, VALUES, AND ATTITUDES			
• Eventually expect to have more than 2 children	33	31	34
• Planned activity, October 1974:[6]			
–working	82	75	56
–taking vocational-technical courses at any kind of school or college	18	20	14
–taking academic courses at a 2- or 4-yr. college	16	29	69
–on active duty in Armed Forces	5	7	4
–being a homemaker	26	22	10
–other	4	4	4
• Planned amount of schooling:[7]			
–high school only	47	34	9
–vocational, trade, or business school	30	28	12
–some college, including 2-year degree	11	13	12
–college degree, 4- or 5-year program	8	17	40
–Master's degree or equivalent	2	5	17
–Ph.D., M.D., or equivalent	0.5	2	9
• Expected kind of work when 30 years old:[7]			
–clerical	19	10	5
–craftsman	13	12	4
–manager, administrator	4	6	7
–professional (excluding public school teacher)	11	22	50
–school teacher (elementary or secondary)	2	5	11
–technical	6	6	5
–miscellaneous categories[8]	23	23	10
–homemaker or housewife only	20	15	7
–not working	2	2	1
• Self-concept (percentage agreeing with statement):[9]			
–"I take a positive attitude toward myself"	94	95	95
–"I feel I am a person of worth, on an equal plane with others"	96	96	97
–"I am able to do things as well as most other people"	95	95	96
–"On the whole, I am satisfied with myself"	84	81	84
• Locus of control (percentage agreeing with each statement):[9]			
–"Good luck is more important than hard work for success"	10	10	7
–"Every time I try to get ahead something or someone stops me"	19	20	9
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	19	18	10
–"People who accept their condition in life are happier than those who try to change things"	38	36	20
• Life values (percentages answering "very important"):[10]			
–marriage and family life	88	87	84
–success in line of work	78	79	79

Table 2.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–high school program comparisons–(*Continued*)

Item	Percent giving indicated response		
	High school program[1]		
	Votech	General	Academic
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)			
• Life values (percentages answering "very important"):[10] –(*Continued*)			
–strong friendships	68	70	77
–steady work	70	69	64
–ability to give children better opportunities than they have had	70	68	50
–leisure time to enjoy own interests	49	51	55
–working to correct social and economic inequalities	15	19	20
–lots of money	13	14	11
–leaving this area of the country	8	10	8
–living close to parents and relatives	11	10	6
–being a community leader	8	9	8
• Encouraged by parents or guardians to do the following things since leaving high school:[11]			
–go to college for academic education	37	51	80
–go to school for vocational or technical training	47	46	26
–get job or go to work	66	63	52
–travel or take a break	16	16	17
–get married	10	9	4
–enter Armed Forces	7	9	5
• Encouraged by friends their own age to do the following things since leaving high school:[11]			
–go to college for academic education	24	33	54
–go to school for vocational or technical training	30	28	16
–get job or go to work	44	42	33
–travel or take a break	35	38	44
–get married	18	15	10
–enter Armed Forces	6	6	3
III. POSTSECONDARY EDUCATION			
• Had attended some kind of postsecondary school or college since high school	38	51	87
• When surveyed, were taking–[12]			
–vocational or technical courses at any kind of school or college	12	13	13
–academic courses at a 2- or 4-year college	11	22	64
• Type of school attended by those in school Oct. 1973:[7]			
–vocational, trade, business, or other career training school	28	19	6
–junior or community college (2-year)	44	41	21
–4-year college or university	22	37	70
–other	5	3	2
• Fields of study of those attending school in Oct. 1973:[7]			
–academic fields			
business	16	15	15
education	9	13	13
social sciences	5	10	14
humanities and fine arts	4	8	10
biological sciences	2	4	10
engineering	4	3	5
physical sciences and mathematics	2	2	6
other academic fields and "undecided"	7	12	13

Table 2.--Comparative profiles of class of 1972 high school graduates 1½ years after graduation--high school program comparisons--(*Continued*)

Item	Percent giving indicated response		
	High school program[1]		
	Votech	General	Academic
III. POSTSECONDARY EDUCATION--(*Continued*)			
• Fields of study of those attending school in Oct. 1973:[7] --(*Continued*)			
--vocational areas			
mechanical and engineering technology	16	10	3
health services	5	5	4
office and clerical	14	7	2
public services	5	5	2
computer technology	2	2	1
other vocational areas and "undecided"	5	4	2
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	19	27	25
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
--received new information about other fields	42	49	55
--interest aroused by other courses	36	42	52
--more jobs available for graduates in new field	33	34	35
--met people with new ideas	28	31	32
--content of courses differed from what expected	20	26	30
--received poor advice on original choice	18	22	24
--lacked information on jobs in original choice area	16	21	22
--courses were more difficult than expected	20	20	22
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	17	17	17
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
--to obtain better career opportunities	45	48	49
--to maximize intellectual and personal development	29	32	42
--interests changed to those not offered by the former school	28	31	36
--could feel more like belonged	17	21	29
--would have more group or social activities of interest	18	24	26
--to attend school closer to home	22	19	25
--to attend less expensive school	11	16	23
--to attend larger school	7	18	17
--to attend school farther from home	9	12	13
--to attend smaller school	10	7	13
--grades too low at former school	7	8	6
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	26	28	17
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):			
--wanted to get practical experience	25	27	26
--had financial difficulties	24	25	24
--failed or not doing as well as wanted	17	22	23
--offered good job	23	21	16
--school work not relevant to real world	16	15	19
--marriage or marriage plans	16	13	14
--courses too hard	8	7	7

Table 2.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–high school program comparisons–(*Continued*)

Item	Percent giving indicated response		
	High school program[1]		
	Votech	General	Academic
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):–(*Continued*)			
–illness	5	6	6
–family emergency	6	3	3
–homesickness	2	3	4
• Grades in all course work or training since high school:[7]			
–mostly B or better	54	47	56
–about half B and half C	25	28	25
–mostly C or worse	22	25	18
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):			
–intellectual growth	81	78	83
–development of work skills	83	75	75
–ability, knowledge, and personal characteristics of most teachers	68	68	77
–social life	74	69	67
–amount of money to get along on	62	55	57
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:			
–wanted to earn money for myself	69	66	55
–plans did not require more education	48	39	32
–planned to be married	38	34	30
–offered job I wanted	39	34	28
–could not afford 4-year college education	29	34	36
–wanted practical experience first	28	33	38
–needed to earn money before could pay for further education	28	32	38
IV. CIVILIAN WORK EXPERIENCES			
• Had a job in Oct. 1973	76	69	54
• Satisfaction with various aspects of Oct. 1973 job:			
–working conditions	81	79	82
–job as whole	80	76	77
–security and permanence	78	72	71
–pay and fringe benefits	71	68	69
–importance and challenge	74	69	63
–opportunity for developing new skills	71	66	58
–opportunity for promotion and advancement in this line of work	66	60	54
–opportunity for promotion and advancement with this employer	62	58	56
• Hours per week usually worked by those employed in Oct. 1973:[7]			
1–10	2	4	13
11–20	6	9	24
21–30	6	9	14
31–40	64	55	36
over 40	21	23	14
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]			
Less than $25	3	5	17

Table 2.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–high school program comparisons–(*Continued*)

Item	Percent giving indicated response		
	High school program[1]		
	Votech	General	Academic
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7] (*Continued*)			
$ 26 – $ 50	9	10	23
$ 51 – $ 75	13	16	15
$ 76 – $100	29	26	20
$101 – $125	20	16	10
$126 – $150	12	12	8
over $150	14	14	8
• Expect to be working for *same employer* in Oct. 1974	58	50	50
• Expect to be working at *same kind of job* in Oct. 1974	62	54	54
• Worked at another (second) job in Oct. 1973	10	10	11
• Weeks worked, Oct. 1972 to Oct. 1973:[7]			
Zero	7	9	8
1–19	13	18	36
20–39	17	21	19
40–52	63	52	37
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]			
Zero	57	52	55
1–4	24	26	31
5–52	20	22	14
• Number of different employers, Oct. 1972 to Oct. 1973:[7]			
Zero	10	10	9
1	42	40	43
2	29	29	30
3 or more	19	21	18
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]			
–direct application to employers	49	52	54
–friends or relatives	42	45	48
–newspaper advertisements	16	15	14
–public employment service	8	8	5
–postsecondary school or college placement service	4	4	9
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):			
–going to school	29	43	83
–did not want to work	24	24	33
–not enough job openings available	22	23	16
–was full-time homemaker	32	21	5
–jobs available offered little opportunity for career development	9	11	8
–required experience did not have	13	13	5
–family responsibilities	18	12	3
–waiting to enter or in Armed Forces	10	11	3
–on temporary layoff or waiting to report to work	10	8	3
–not educationally qualified for types of work available	8	8	4
–health problems or physical handicap	4	5	2
–could not arrange child care	6	4	1
–would have required moving	3	3	1
–union restrictions	1	1	0.3
• Of those not working in Oct. 1973, were looking for work in Sept. 1973	27	28	14

Table 3.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–racial-ethnic group comparisons

Item	Percent giving indicated response		
	Racial-ethnic group[2]		
	White	Black	Hispanic
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:			
• Living within 100 miles of where lived when H.S. senior	77	79	86
• Living with parents	50	55	59
• Dependent on parents or others for over ½ of financial support	45	39	40
• One or more persons dependent on subject for over ½ of financial support	7	20	17
• Married, separated, divorced, or widowed	17	16	24
II. PLANS, VALUES, AND ATTITUDES			
• Eventually expect to have more than 2 children	33	35	39
• Planned activity, October 1974:[6]			
–working	68	69	75
–taking vocational-technical courses at any kind of school or college	16	26	23
–taking academic courses at a 2- or 4-yr. college	44	41	37
–on active duty in Armed Forces	5	8	6
–being a homemaker	18	17	19
–other	4	2	3
• Planned amount of schooling:[7]			
–high school only	27	19	30
–vocational, trade, or business school	20	30	29
–some college, including 2-year degree	12	12	14
–college degree, 4- or 5-year program	26	23	17
–Master's degree or equivalent	10	11	7
–Ph.D., M.D., or equivalent	5	5	3
• Expected kind of work when 30 years old:[7]			
–clerical	9	16	15
–craftsman	9	7	9
–manager, administrator	6	6	6
–professional (excluding public school teacher)	32	32	25
–school teacher (elementary or secondary)	7	6	7
–technical	5	8	6
–miscellaneous categories[8]	17	16	20
–homemaker or housewife only	14	6	11
–not working	1	1	2
• Self-concept (percentage agreeing with statement):[9]			
–"I take a positive attitude toward myself"	94	97	96
–"I feel I am a person of worth, on an equal plane with others"	97	96	95
–"I am able to do things as well as most other people"	96	94	96
–"On the whole, I am satisfied with myself"	84	75	80
• Locus of control (percentage agreeing with each statement):[9]			
–"Good luck is more important than hard work for success"	8	17	12
–"Every time I try to get ahead something or someone stops me"	13	30	24
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	12	30	22
–"People who accept their condition in life are happier than those who try to change things"	28	40	37
• Life values (percentages answering "very important"):[10]			
–marriage and family life	86	83	86
–success in line of work	78	88	84
–strong friendships	76	51	60
–steady work	65	84	78

Table 3.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–racial-ethnic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Racial-ethnic group[2]		
	White	Black	Hispanic
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)			
• Life values (percentages answering "very important"):[10] –(*Continued*)			
–ability to give children better opportunities than they have had	56	88	80
–leisure time to enjoy own interests	54	48	43
–working to correct social and economic inequalities	16	35	29
–lots of money	11	24	13
–leaving this area of the country	8	12	9
–living close to parents and relatives	8	10	18
–being a community leader	7	18	15
• Encouraged by parents or guardians to do the following things since leaving high school:[11]			
–go to college for academic education	60	63	58
–go to school for vocational or technical training	36	49	49
–get job or go to work	59	59	59
–travel or take a break	16	15	15
–get married	7	9	7
–enter Armed Forces	7	8	6
• Encouraged by friends their own age to do the following things since leaving high school:[11]			
–go to college for academic education	40	47	43
–go to school for vocational or technical training	22	35	35
–get job or go to work	38	44	45
–travel or take a break	41	31	34
–get married	13	17	11
–enter Armed Forces	4	10	7
III. POSTSECONDARY EDUCATION			
• Had attended some kind of postsecondary school or college since high school	65	57	57
• When surveyed, were taking–[12]			
–vocational or technical courses at any kind of school or college	12	14	12
–academic courses at a 2- or 4-year college	39	30	28
• Type of school attended by those in school Oct. 1973:[7]			
–vocational, trade, business, or other career training school	11	16	11
–junior or community college (2-year)	27	25	47
–4-year college or university	60	57	40
–other	3	3	2
• Fields of study of those attending school in Oct. 1973:[7]			
–academic fields			
business	15	16	14
education	12	15	15
social sciences	12	14	10
humanities and fine arts	9	6	7
biological sciences	8	7	9
engineering	5	3	2
physical sciences and mathematics	4	4	5
other academic fields and "undecided"	12	9	10
–vocational areas			
mechanical and engineering technology	6	5	6
health services	5	4	2

Table 3.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–racial-ethnic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Racial-ethnic group[2]		
	White	Black	Hispanic
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Fields of study of those attending school in Oct. 1973:[7] –(*Continued*)			
–vocational areas–(*continued*)			
office and clerical	4	9	9
public services	3	2	7
computer technology	1	2	1
other vocational areas and "undecided"	3	2	2
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	25	22	23
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–received new information about other fields	52	49	53
–interest aroused by other courses	49	35	55
–more jobs available for graduates in new field	34	40	37
–met people with new ideas	31	27	38
–content of courses differed from what expected	27	31	22
–received poor advice on original choice	24	19	17
–lacked information on jobs in original choice area	20	25	25
–courses were more difficult than expected	21	23	18
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	17	18	19
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–to obtain better career opportunities	49	40	55
–to maximize intellectual and personal development	39	33	35
–interests changed to those not offered by the former school	35	20	47
–could feel more like belonged	25	27	24
–would have more group or social activities of interest	25	20	34
–to attend school closer to home	24	20	22
–to attend less expensive school	21	16	18
–to attend larger school	16	8	21
–to attend school farther from home	12	13	11
–to attend smaller school	11	6	8
–grades too low at former school	6	10	11
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	21	21	25
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):			
–wanted to get practical experience	27	15	26
–had financial difficulties	23	36	32
–failed or not doing as well as wanted	21	22	26
–offered good job	19	11	18
–school work not relevant to real world	19	8	7
–marriage or marriage plans	15	11	16
–courses too hard	7	7	8
–illness	6	7	2
–family emergency	3	5	7
–homesickness	3	3	1

Table 3.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–racial-ethnic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Racial-ethnic group[2]		
	White	Black	Hispanic
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Grades in all course work or training since high school:[7]			
–mostly B or better	56	38	44
–about half B and half C	25	31	40
–mostly C or worse	19	31	26
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):			
–intellectual growth	82	80	79
–development of work skills	77	75	79
–ability, knowledge, and personal characteristics of most teachers	74	68	74
–social life	68	69	72
–amount of money to get along on	59	44	53
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:			
–wanted to earn money for myself	66	68	59
–plans did not require more education	44	28	34
–planned to be married	36	29	33
–offered job I wanted	37	25	27
–could not afford 4-year college education	30	44	43
–wanted practical experience first	31	36	30
–needed to earn money before could pay for further education	29	47	43
IV. CIVILIAN WORK EXPERIENCES			
• Had a job in Oct. 1973	65	58	66
• Satisfaction with various aspects of Oct. 1973 job:			
–working conditions	82	75	80
–job as whole	78	72	80
–security and permanence	74	68	75
–pay and fringe benefits	70	63	70
–importance and challenge	68	68	75
–opportunity for developing new skills	64	65	68
–opportunity for promotion and advancement in this line of work	60	57	65
–opportunity for promotion and advancement with this employer	59	55	62
• Hours per week usually worked by those employed in Oct. 1973:[7]			
1–10	7	8	5
11–20	14	16	13
21–30	10	7	10
31–40	50	56	50
over 40	19	13	16
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]			
Less than $25	9	8	7
$ 26 – $ 50	15	14	14
$ 51 – $ 75	14	15	20
$ 76 – $100	25	26	22
$101 – $125	15	16	17
$126 – $150	10	11	10
over $150	12	11	9
• Expect to be working for *same employer* in Oct. 1974	52	46	55

Table 3.–Comparative profiles of class of 1972 high school graduates 4½ years after graduation–racial-ethnic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Racial-ethnic group[2]		
	White	Black	Hispanic
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Expect to be working at *same kind of job* in Oct. 1974	57	46	58
• Worked at another (second) job in Oct. 1973	10	11	11
• Weeks worked, Oct. 1972 to Oct. 1973:[7]			
Zero	7	15	12
1–19	25	27	20
20–39	19	21	22
40–52	49	37	47
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]			
Zero	56	46	50
1–4	28	25	25
5–52	16	29	25
• Number of different employers, Oct. 1972 to Oct. 1973:[7]			
Zero	9	16	11
1	42	42	46
2	30	27	25
3 or more	20	15	18
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]			
–direct application to employers	54	36	45
–friends or relatives	47	33	40
–newspaper advertisements	15	12	13
–public employment service	6	11	9
–postsecondary school or college placement service	6	8	8
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):			
–going to school	66	48	45
–did not want to work	31	12	25
–not enough job openings available	17	30	28
–was full-time homemaker	14	14	21
–jobs available offered little opportunity for career development	8	13	17
–required experience did not have	7	18	18
–family responsibilities	7	11	11
–waiting to enter or in Armed Forces	6	9	10
–on temporary layoff or waiting to report to work	5	9	9
–not educationally qualified for types of work available	5	10	13
–health problems or physical handicap	3	4	4
–could not arrange child care	2	5	4
–would have required moving	2	4	3
–union restrictions	1	1	1
• Of those working in Oct. 1973, were looking for work in Sept. 1973	17	37	34

Table 4.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–academic ability group comparisons

Item	Percent giving indicated response		
	Academic ability group[3]		
	Low	Medium	High
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:			
• Living within 100 miles of where lived when H.S. senior	86	80	67
• Living with parents	57	52	41
• Dependent on parents or others for over ½ of financial support	29	41	61
• One or more persons dependent on subject for over ½ of financial support	16	8	4
• Married, separated, divorced, or widowed	25	17	8
II. PLANS, VALUES, AND ATTITUDES			
• Eventually expect to have more than 2 children	31	35	31
• Planned activity, October 1974:[6]			
–working	79	71	57
–taking vocational-technical courses at any kind of school or college	20	18	11
–taking academic courses at a 2- or 4-yr. college	20	41	72
–on active duty in Armed Forces	7	4	4
–being a homemaker	22	19	11
–other	4	4	4
• Planned amount of schooling:[7]			
–high school only	42	27	9
–vocational, trade, or business school	31	24	10
–some college, including 2-year degree	10	15	12
–college degree, 4- or 5-year program	13	24	40
–Master's degree or equivalent	3	8	18
–Ph.D., M.D., or equivalent	1	3	11
• Expected kind of work when 30 years old:[7]			
–clerical	14	11	5
–craftsman	13	9	4
–manager, administrator	5	7	6
–professional (excluding public school teacher)	15	28	53
–school teacher (elementary or secondary)	4	7	9
–technical	6	6	4
–miscellaneous categories[8]	24	18	9
–homemaker or housewife only	17	14	8
–not working	1	2	1
• Self-concept (percentage agreeing with statement):[9]			
–"I take a positive attitude toward myself"	94	94	94
–"I feel I am a person of worth, on an equal plane with others"	95	96	98
–"I am able to do things as well as most other people"	94	96	96
–"On the whole, I am satisfied with myself"	83	82	84
• Locus of control (percentage agreeing with each statement):[9]			
–"Good luck is more important than hard work for success"	14	6	7
–"Every time I try to get ahead something or someone stops me"	25	13	7
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	23	13	8
–"People who accept their condition in life are happier than those who try to change things"	48	26	15
• Life values (percentages answering "very important"):[10]			
–marriage and family life	88	86	82
–success in line of work	82	79	76
–strong friendships	64	74	79
–steady work	76	68	57

Table 4.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–academic ability group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Academic ability group[3]		
	Low	Medium	High
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)			
• Life values (percentages answering "very important"):[10] –(*Continued*)			
–ability to give children better opportunities than they have had	78	61	40
–leisure time to enjoy own interests	48	53	56
–working to correct social and economic inequalities	19	17	19
–lots of money	18	10	9
–leaving this area of the country	11	8	8
–living close to parents and relatives	13	8	5
–being a community leader	12	7	6
• Encouraged by parents or guardians to do the following things since leaving high school:[11]			
–go to college for academic education	41	59	81
–go to school for vocational or technical training	49	40	22
–get job or go to work	64	60	52
–travel or take a break	15	16	16
–get married	10	7	4
–enter Armed Forces	8	6	5
• Encouraged by friends their own age to do the following things since leaving high school:[11]			
–go to college for academic education	30	38	54
–go to school for vocational or technical training	32	24	12
–get job or go to work	45	39	32
–travel or take a break	32	40	46
–get married	18	14	10
–enter Armed Forces	8	4	2
III. POSTSECONDARY EDUCATION			
• Had attended some kind of postsecondary school or college since high school	41	65	87
• When surveyed, were taking–[12]			
–vocational or technical courses at any kind of school or college	12	14	11
–academic courses at a 2- or 4-year college	15	35	67
• Type of school attended by those in school Oct. 1973:[7]			
–vocational, trade, business, or other career training school	25	14	5
–junior or community college (2-year)	41	34	17
–4-year college or university	31	49	75
–other	3	2	3
• Fields of study of those attending school in Oct. 1973:[7]			
–academic fields			
business	15	17	14
education	15	14	11
social sciences	9	10	14
humanities and fine arts	4	8	12
biological sciences	3	6	12
engineering	3	3	6
physical sciences and mathematics	2	3	6
other academic fields and "undecided"	9	11	13
–vocational areas			
mechanical and engineering technology	12	7	2
health services	5	6	4

Table 4.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–academic ability group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Academic ability group[3]		
	Low	Medium	High
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Fields of study of those attending school in Oct. 1973:[7]–(*Continued*)			
–vocational areas–(*continued*)			
office and clerical	9	5	2
public services	6	4	1
computer technology	2	1	1
other vocational areas and "undecided"	3	3	1
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	21	24	26
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–received new information about other fields	45	51	57
–interest aroused by other courses	37	48	55
–more jobs available for graduates in new field	40	37	32
–met people with new ideas	33	28	37
–content of courses differed from what expected	20	29	32
–received poor advice on original choice	17	23	28
–lacked information on jobs in original choice area	21	22	23
–courses were more difficult than expected	22	23	22
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	23	19	13
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–to obtain better career opportunities	47	55	46
–to maximize intellectual and personal development	30	39	46
–interests changed to those not offered by the former school	28	36	35
–could feel more like belonged	27	23	28
–would have more group or social activities of interest	29	21	28
–to attend school closer to home	16	25	25
–to attend less expensive school	18	17	27
–to attend larger school	14	15	19
–to attend school farther from home	18	10	13
–to attend smaller school	7	12	14
–grades too low at former school	9	8	3
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	28	23	16
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):			
–wanted to get practical experience	22	27	28
–had financial difficulties	25	24	23
–failed or not doing as well as wanted	21	20	22
–offered good job	22	22	13
–school work not relevant to real world	12	16	24
–marriage or marriage plans	13	14	17
–courses too hard	10	7	6
–illness	7	5	7
–family emergency	5	3	4
–homesickness	4	3	3

Table 4.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–academic ability group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Academic ability group[3]		
	Low	Medium	High
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Grades in all course work or training since high school:[7]			
–mostly B or better	39	49	67
–about half B and half C	31	28	20
–mostly C or worse	30	23	13
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):[13]			
–intellectual growth	78	81	83
–development of work skills	79	77	74
–ability, knowledge, and personal characteristics of most teachers	66	71	78
–social life	73	69	65
–amount of money to get along on	57	57	58
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:			
–wanted to earn money for myself	69	66	64
–plans did not require more education	41	45	36
–planned to be married	36	36	33
–offered job I wanted	35	38	30
–could not afford 4-year college education	32	32	41
–wanted practical experience first	30	33	46
–needed to earn money before could pay for further education	31	31	41
IV. CIVILIAN WORK EXPERIENCES			
• Had a job in Oct. 1973	70	67	54
• Satisfaction with various aspects of Oct. 1973 job:[14]			
–working conditions	80	82	81
–job as whole	80	78	76
–security and permanence	74	74	72
–pay and fringe benefits	69	70	70
–importance and challenge	74	69	59
–opportunity for developing new skills	72	65	54
–opportunity for promotion and advancement in this line of work	65	60	52
–opportunity for promotion and advancement with this employer	63	59	53
• Hours per week usually worked by those employed in Oct. 1973:[7]			
1–10	4	5	15
11–20	6	13	24
21–30	7	10	14
31–40	60	52	34
over 40	23	20	13
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]			
Less than $25	4	7	20
$ 26 – $ 50	9	15	22
$ 51 – $ 75	15	15	14
$ 76 – $100	28	26	18
$101 – $125	17	16	11
$126 – $150	13	10	7
over $150	15	12	7
• Expect to be working for *same employer* in Oct. 1974	53	52	49

Table 4.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–academic ability group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Academic ability group[3]		
	Low	Medium	High
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Expect to be working at *same kind of job* in Oct. 1974	57	57	56
• Worked at another (second) job in Oct. 1973	11	11	10
• Weeks worked, Oct. 1972 to Oct. 1973:[7]			
Zero	10	7	7
1–19	17	22	37
20–39	19	20	18
40–52	54	51	38
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]			
Zero	53	55	54
1–4	26	27	33
5–52	22	17	13
• Number of different employers, Oct. 1972 to Oct. 1973:[7]			
Zero	12	9	8
1	41	41	43
2	27	30	30
3 or more	20	20	19
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]			
–direct application to employers	47	53	58
–friends or relatives	43	47	48
–newspaper advertisements	15	16	14
–public employment service	9	7	4
–postsecondary school or college placement service	4	6	10
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):			
–going to school	34	63	83
–did not want to work	21	28	38
–not enough job openings available	24	19	16
–was full-time homemaker	24	14	6
–jobs available offered little opportunity for career development	12	9	8
–required experience did not have	15	9	5
–family responsibilities	13	8	4
–waiting to enter or in Armed Forces	10	6	4
–on temporary lay off or waiting to report to work	8	7	3
–not educationally qualified for types of work available	10	5	3
–health problems or physical handicap	5	3	2
–could not arrange child care	5	2	1
–would have required moving	4	2	1
–union restrictions	1	1	0.4
• Of those not working in Oct. 1973, were looking for work in Sept. 1973	31	20	14

Table 5.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–socioeconomic group comparisons

Item	Percent giving indicated response		
	Socioeconomic group[4]		
	Low	Medium	High
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:			
• Living within 100 miles of where lived when H.S. senior	84	81	65
• Living with parents	52	54	40
• Dependent on parents or others for over ½ of financial support	30	41	65
• One or more persons dependent on subject for over ½ of financial support	15	8	4
• Married, separated, divorced, or widowed	25	17	8
II. PLANS, VALUES, AND ATTITUDES			
• Eventually expect to have more than 2 children	32	34	31
• Planned activity, October 1974:[6]			
–working	76	72	54
–taking vocational-technical courses at any kind of school or college	17	18	14
–taking academic courses at a 2- or 4-yr. college	25	40	72
–on active duty in Armed Forces	6	5	3
–being a homemaker	24	18	10
–other	4	4	4
• Planned amount of schooling:[7]			
–high school only	40	27	8
–vocational, trade, or business school	27	24	12
–some college, including 2-year degree	10	14	12
–college degree, 4- or 5-year program	16	23	40
–Master's degree or equivalent	5	9	18
–Ph.D., M.D., or equivalent	2	4	10
• Expected kind of work when 30 years old:[7]			
–clerical	14	10	4
–craftsman	10	10	4
–manager, administrator	4	6	8
–professional (excluding public school teacher)	19	28	52
–school teacher (elementary or secondary)	5	7	8
–technical	6	6	4
–miscellaneous categories[8]	22	18	11
–homemaker or housewife only	17	13	8
–not working	1	1	1
• Self-concept (percentage agreeing with statement):[9]			
–"I take a positive attitude toward myself"	94	95	94
–"I feel I am a person of worth, on an equal plane with others"	96	97	96
–"I am able to do things as well as most other people"	95	96	96
–"On the whole, I am satisfied with myself"	80	84	84
• Locus of control (percentage agreeing with each statement):[9]			
–"Good luck is more important than hard work for success"	10	8	8
–"Every time I try to get ahead something or someone stops me"	24	13	8
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	21	13	9
–"People who accept their condition in life are happier than those who try to change things"	38	29	22
• Life values (percentages answering "very important"):[10]			
–marriage and family life	87	87	84
–success in line of work	79	79	79
–strong friendships	66	73	78
–steady work	72	68	60

Table 5.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–socioeconomic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Socioeconomic group[4]		
	Low	Medium	High
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)			
• Life values (percentages answering "very important"):[10] –(*Continued*)			
–ability to give children better opportunities than they have had	74	61	45
–leisure time to enjoy own interests	46	53	58
–working to correct social and economic inequalities	21	18	19
–lots of money	14	12	11
–leaving this area of the country	9	9	9
–living close to parents and relatives	11	9	6
–being a community leader	11	8	7
• Encouraged by parents or guardians to do the following things since leaving high school:[11]			
–go to college for academic education	43	58	83
–go to school for vocational or technical training	43	41	25
–get job or go to work	63	60	50
–travel or take a break	13	16	20
–get married	9	8	4
–enter Armed Forces	7	7	6
• Encouraged by friends their own age to do the following things since leaving high school:[11]			
–go to college for academic education	33	38	53
–go to school for vocational or technical training	31	24	14
–get job or go to work	43	39	32
–travel or take a break	31	40	47
–get married	15	14	10
–enter Armed Forces	8	4	2
III. POSTSECONDARY EDUCATION			
• Had attended some kind of postsecondary school or college since high school	45	63	87
• When surveyed, were taking–[12]			
–vocational or technical courses at any kind of school or college	11	14	12
–academic courses at a 2- or 4-year college	19	34	66
• Type of school attended by those in school Oct. 1973:[7]			
–vocational, trade, business, or other career training school	20	13	5
–junior or community college (2-year)	31	32	21
–4-year college or university	45	52	72
–other	4	3	2
• Fields of study of those attending school in Oct. 1973:[7]			
–academic fields			
business	15	14	16
education	13	14	11
social sciences	10	11	14
humanities and fine arts	6	8	11
biological sciences	4	7	11
engineering	4	4	5
physical sciences and mathematics	4	4	6
other academic fields and "undecided"	11	12	12
–vocational areas			
mechanical and engineering technology	8	7	3
health services	6	6	3

Table 5.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–socioeconomic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Socioeconomic group[6]		
	Low	Medium	High
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Fields of study of those attending school in Oct. 1973:[7] –(*Continued*)			
–vocational areas–(*continued*)			
office and clerical	8	5	2
public services	3	4	2
computer technology	3	1	0.5
other vocational areas and "undecided"	2	3	2
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	21	24	27
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–received new information about other fields	46	53	54
–interest aroused by other courses	43	45	54
–more jobs available for graduates in new field	34	36	33
–met people with new ideas	26	30	35
–content of courses differed from what expected	25	26	31
–received poor advice on original choice	19	24	24
–lacked information on jobs in original choice area	20	23	20
–courses were more difficult than expected	19	20	23
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	17	17	17
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):			
–to obtain better career opportunities	49	47	50
–to maximize intellectual and personal development	33	35	44
–interests changed to those not offered by the former school	27	33	37
–could feel more like belonged	25	24	29
–would have more group or social activities of interest	21	24	28
–to attend school closer to home	18	21	28
–to attend less expensive school	20	20	21
–to attend larger school	12	15	19
–to attend school farther from home	10	13	12
–to attend smaller school	10	10	12
–grades too low at former school	10	6	6
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	25	22	17
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):			
–wanted to get practical experience	23	27	28
–had financial difficulties	35	24	18
–failed or not doing as well as wanted	20	21	25
–offered good job	16	20	17
–school work not relevant to real world	13	17	22
–marriage or marriage plans	17	15	11
–courses too hard	7	7	8
–illness	8	6	5
–family emergency	5	3	4
–homesickness	4	3	3

Table 5.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–socioeconomic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Socioeconomic group[4]		
	Low	Medium	High
III. POSTSECONDARY EDUCATION–(*Continued*)			
• Grades in all course work or training since high school:[7]			
–mostly B or better	50	54	56
–about half B and half C	27	26	25
–mostly C or worse	23	20	19
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):[13]			
–intellectual growth	79	82	82
–development of work skills	78	78	74
–ability, knowledge, and personal characteristics of most teachers	70	72	76
–social life	68	69	68
–amount of money to get along on	53	56	62
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:			
–wanted to earn money for myself	65	67	65
–plans did not require more education	40	43	37
–planned to be married	38	34	28
–offered job I wanted	30	38	38
–could not afford 4-year college education	38	28	29
–wanted practical experience first	28	32	43
–needed to earn money before could pay for further education	35	28	31
IV. CIVILIAN WORK EXPERIENCES			
• Had a job in Oct. 1973	68	68	52
• Satisfaction with various aspects of Oct. 1973 job:[14]			
–working conditions	77	82	82
–job as whole	75	79	78
–security and permanence	73	75	71
–pay and fringe benefits	67	71	70
–importance and challenge	68	70	63
–opportunity for developing new skills	65	66	60
–opportunity for promotion and advancement in this line of work	59	61	56
–opportunity for promotion and advancement with this employer	57	60	57
• Hours per week usually worked by those employed in Oct. 1973:[7]			
1–10	4	6	13
11–20	9	13	21
21–30	7	10	14
31–40	58	51	38
over 40	21	20	15
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]			
Less than $25	6	8	16
$ 26 – $ 50	11	14	20
$ 51 – $ 75	15	14	15
$ 76 – $100	28	24	20
$101 – $125	16	16	11
$126 – $150	11	11	8
over $150	12	12	9
• Expect to be working for *same employer* in Oct. 1974	53	53	47

Table 5.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–socioeconomic group comparisons–(*Continued*)

Item	Percent giving indicated response		
	Socioeconomic group[4]		
	Low	Medium	High
IV. CIVILIAN WORK EXPERIENCES–(*Continued*)			
• Expect to be working at *same kind of job* in Oct. 1974	56	58	53
• Worked at another (second) job in Oct. 1973	9	10	12
• Weeks worked, Oct. 1972 to Oct. 1973:[7]			
Zero	9	7	8
1–19	18	21	40
20–39	20	19	19
40–52	52	53	34
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]			
Zero	52	56	55
1–4	25	26	34
5–52	23	18	12
• Number of different employers, Oct. 1972 to Oct. 1973:[7]			
Zero	11	9	8
1	42	42	42
2	29	29	30
3 or more	18	20	20
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]			
–direct application to employers	48	53	55
–friends or relatives	42	45	50
–newspaper advertisements	13	15	15
–public employment service	8	7	4
–postsecondary school or college placement service	6	6	7
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):			
–going to school	38	61	86
–did not want to work	21	27	38
–not enough job openings available	25	19	14
–was full-time homemaker	25	15	4
–jobs available offered little opportunity for career development	11	9	8
–required experience did not have	14	9	5
–family responsibilities	15	8	2
–waiting to enter or in Armed Forces	11	7	3
–on temporary layoff or waiting to report to work	9	6	3
–not educationally qualified for types of work available	10	5	4
–health problems or physical handicap	5	3	2
–could not arrange child care	5	2	0.4
–would have required moving	3	2	1
–union restrictions	1	1	0.4
• Of those not working in Oct. 1973, were looking for work in Sept. 1973	28	21	13

Table 6.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–regional comparisons

Item	Percent giving indicated response			
	Region[5]			
	North East	North Central	South	West
I. FAMILY STATUS AND LIVING CONDITIONS, OCT. 1973:				
• Living within 100 miles of where lived when H.S. senior	80	78	76	77
• Living with parents	58	48	47	47
• Dependent on parents or others for over ½ of financial support	48	40	44	42
• One or more persons dependent on subject for over ½ of financial support	6	8	12	8
• Married, separated, divorced, or widowed	10	16	24	17
II. PLANS, VALUES, AND ATTITUDES				
• Eventually expect to have more than 2 children	38	34	29	30
• Planned activity, October 1974:[6]				
–working	66	70	69	70
–taking vocational-technical courses at any kind of school or college	14	17	16	21
–taking academic courses at a 2- or 4-yr. college	45	41	41	47
–on active duty in Armed Forces	4	4	6	6
–being a homemaker	14	18	21	18
–other	4	4	3	6
• Planned amount of schooling:[7]				
–high school only	27	27	27	21
–vocational, trade, or business school	18	24	22	23
–some college, including 2-year degree	12	12	11	16
–college degree, 4- or 5-year program	25	25	25	26
–Master's degree or equivalent	13	8	10	10
–Ph.D., M.D., or equivalent	6	4	5	4
• Expected kind of work when 30 years old:[7]				
–clerical	10	8	12	9
–craftsman	8	8	8	9
–manager, administrator	6	6	7	6
–professional (excluding public school teacher)	33	30	30	33
–school teacher (elementary or secondary)	8	7	6	7
–technical	6	5	5	5
–miscellaneous categories[8]	16	19	17	17
–homemaker or housewife only	12	15	12	12
–not working	1	1	1	1
• Self-concept (percentage agreeing with statement):[9]				
–"I take a positive attitude toward myself"	93	95	95	95
–"I feel I am a person of worth, on an equal plane with others"	96	96	97	96
–"I am able to do things as well as most other people"	96	96	96	96
–"On the whole, I am satisfied with myself"	84	83	82	83
• Locus of control (percentage agreeing with each statement):[9]				
–"Good luck is more important than hard work for success"	9	8	9	8
–"Every time I try to get ahead something or someone stops me"	14	14	18	14
–"Planning only makes a person unhappy since plans hardly ever work out anyway"	15	13	17	13
–"People who accept their condition in life are happier than those who try to change things"	28	27	34	30
• Life values (percentages answering "very important"):[10]				
–marriage and family life	85	85	87	85
–success in line of work	78	78	83	77
–strong friendships	72	73	71	74
–steady work	66	64	73	64

Table 6.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–regional comparisons–(*Continued*)

Item	Percent giving indicated response			
	Region[5]			
	North East	North Central	South	West
II. PLANS, VALUES, AND ATTITUDES–(*Continued*)				
• Life values (percentages answering "very important"):[10] –(*Continued*)				
–ability to give children better opportunities than they have had	58	56	70	56
–leisure time to enjoy own interests	52	53	51	54
–working to correct social and economic inequalities	18	16	23	18
–lots of money	13	11	14	12
–leaving this area of the country	10	9	8	8
–living close to parents and relatives	8	7	11	8
–being a community leader	6	7	13	6
• Encouraged by parents or guardians to do the following things since leaving high school:[11]				
–go to college for academic education	60	56	63	65
–go to school for vocational or technical training	33	38	39	42
–get job or go to work	57	60	57	62
–travel or take a break	17	17	14	18
–get married	7	7	7	8
–enter Armed Forces	6	6	6	10
• Encouraged by friends their own age to do the following things since leaving high school:[11]				
–go to college for academic education	41	36	43	41
–go to school for vocational or technical training	20	23	26	25
–get job or go to work	37	38	39	40
–travel or take a break	43	42	31	44
–get married	12	14	16	12
–enter Armed Forces	4	4	6	5
III. POSTSECONDARY EDUCATION				
• Had attended some kind of postsecondary school or college since high school	64	63	61	68
• When surveyed, were taking–[12]				
–vocational or technical courses at any kind of school or college	12	13	11	15
–academic courses at a 2- or 4-year college	42	36	35	40
• Type of school attended by those in school Oct. 1973:[7]				
–vocational, trade, business, or other career training school	11	13	11	7
–junior or community college (2-year)	23	22	27	47
–4-year college or university	63	61	60	44
–other	3	3	2	2
• Fields of study of those attending school in Oct. 1973:[7]				
–academic fields				
business	14	16	17	11
education	13	12	14	11
social sciences	15	10	11	12
humanities and fine arts	9	9	9	10
biological sciences	9	8	8	8
engineering	4	5	5	4
physical sciences and mathematics	5	3	5	4
other academic fields and "undecided"	12	12	12	13
–vocational areas				
mechanical and engineering technology	5	7	5	6
health services	4	5	4	5

Table 6.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–regional comparisons–*(Continued)*

Item	Percent giving indicated response			
	Region[5]			
	North East	North Central	South	West
III. POSTSECONDARY EDUCATION–*(Continued)*				
• Fields of study of those attending school in Oct. 1973:[7]–*(Continued)*				
–vocational areas *(continued)*				
office and clerical	4	4	5	5
public services	3	3	2	4
computer technology	1	2	1	1
other vocational areas and "undecided"	2	3	2	4
• Of those enrolled in school in both Oct. 1972 and Oct. 1973 and indicating a field of study, had changed field of study or training area	23	25	24	28
• Reasons for changing fields of study or training areas between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):				
–received new information about other fields	49	55	50	55
–interest aroused by other courses	43	50	48	54
–more jobs available for graduates in new field	35	33	37	33
–met people with new ideas	27	36	31	33
–content of courses differed from what expected	28	30	29	25
–received poor advice on original choice	25	23	25	20
–lacked information on jobs in original choice area	22	22	19	22
–courses were more difficult than expected	20	22	21	21
• Of those enrolled in school in both Oct. 1972 and Oct. 1973, had changed schools	15	17	18	19
• Reasons for changing schools between Oct. 1972 and Oct. 1973 (percentage answering "applies to me"):				
–to obtain better career opportunities	48	50	47	48
–to maximize intellectual and personal development	39	40	36	38
–interests changed to those not offered by the former school	38	33	28	37
–could feel more like belonged	28	22	29	23
–would have more group or social activities of interest	22	24	25	30
–to attend school closer to home	24	22	26	21
–to attend less expensive school	22	20	19	20
–to attend larger school	16	17	16	14
–to attend school farther from home	9	14	14	12
–to attend smaller school	11	11	10	13
–grades too low at former school	5	6	9	6
• Of those enrolled in school in Oct. 1972, had withdrawn altogether prior to completing training or program of studies	18	21	22	23
• Reasons for *withdrawing altogether* from school attended in Oct. 1972 without completing training or program of studies (percentages answering "applies to me"):				
–wanted to get practical experience	25	28	25	26
–had financial difficulties	20	27	25	25
–failed or not doing as well as wanted	23	23	21	20
–offered good job	15	20	17	21
–school work not relevant to real world	19	20	17	14
–marriage or marriage plans	11	16	17	12
–courses too hard	7	7	6	8
–illness	7	6	7	5
–family emergency	3	4	4	4
–homesickness	4	2	3	5

Table 6.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–regional comparisons–(*Continued*)

Item	Percent giving indicated response			
	Region[8]			
	North East	North Central	South	West
III. POSTSECONDARY EDUCATION–(*Continued*)				
• Grades in all course work or training since high school:[7]				
–mostly B or better	54	54	51	57
–about half B and half C	26	26	26	25
–mostly C or worse	20	20	23	18
• Satisfaction with various aspects of education and training since high school (pct. very or somewhat satisfied):[13]				
–intellectual growth	83	81	82	80
–development of work skills	77	76	78	75
–ability, knowledge, and personal characteristics of most teachers	73	71	73	73
–social life	66	70	70	66
–amount of money to get along on	55	58	59	57
• Of those who did *not* have any postsecondary schooling, the most frequently cited reasons for not continuing their education were:				
–wanted to earn money for myself	68	67	64	62
–plans did not require more education	48	44	38	34
–planned to be married	32	36	38	34
–offered job I wanted	36	36	34	35
–could not afford 4-year college education	27	34	33	34
–wanted practical experience first	28	33	30	37
–needed to earn money before could pay for further education	27	32	33	34
IV. CIVILIAN WORK EXPERIENCES				
• Had a job in Oct. 1973	62	67	64	62
• Satisfaction with various aspects of Oct. 1973 job:[14]				
–working conditions	80	82	81	79
–job as whole	76	79	79	77
–security and permanence	73	75	74	70
–pay and fringe benefits	68	70	69	70
–importance and challenge	65	69	72	66
–opportunity for developing new skills	61	65	68	63
–opportunity for promotion and advancement in this line of work	56	62	63	57
–opportunity for promotion and advancement with this employer	55	60	60	57
• Hours per week usually worked by those employed in Oct. 1973:[7]				
1–10	8	6	6	7
11–20	15	13	12	16
21–30	9	11	8	13
31–40	52	48	53	48
over 40	16	22	21	16
• Usual weekly earnings before deductions of those employed in Oct. 1973:[7]				
Less than $25	9	10	8	9
$ 26 – $ 50	16	14	13	16
$ 51 – $ 75	13	14	16	17
$ 76 – $100	25	23	28	22
$101 – $125	17	14	15	14
$126 – $150	11	11	10	10
over $150	10	14	10	13
• Expect to be working for *same employer* in Oct. 1974	53	53	52	47

Table 6.–Comparative profiles of class of 1972 high school graduates 1½ years after graduation–regional comparisons–(*Continued*)

Item	Percent giving indicated response			
	Region[5]			
	North East	North Central	South	West
III. POSTSECONDARY EDUCATION–(*Continued*)				
• Expect to be working at *same kind of job* in Oct. 1974	58	57	56	53
• Worked at another (second) job in Oct. 1973	10	12	9	10
• Weeks worked, Oct. 1972 to Oct. 1973:[7]				
Zero	7	6	10	8
1–19	26	24	25	24
20–39	18	19	19	22
40–52	48	50	47	46
• Weeks spent looking for work, on lay off from job or waiting to report to a job, Oct. 1972 to Oct. 1973:[7]				
Zero	54	55	59	48
1–4	28	28	26	29
5–52	17	17	16	22
• Number of different employers, Oct. 1972 to Oct. 1973:[7]				
Zero	9	8	12	9
1	44	41	43	39
2	30	30	28	28
3 or more	17	21	17	23
• Since leaving high school, the most successful methods used in obtaining jobs were:[15]				
–direct application to employers	48	57	51	51
–friends or relatives	46	46	45	46
–newspaper advertisements	16	17	12	12
–public employment service	6	6	7	7
–postsecondary school or college placement service	6	6	5	8
• Reasons for *not* working in Oct. 1973 (percentage answering "applies to me"):				
–going to school	70	63	60	58
–did not want to work	28	34	27	29
–not enough job openings available	18	17	17	24
–was full-time homemaker	10	14	16	15
–jobs available offered little opportunity for career development	9	8	9	12
–required experience did not have	7	7	9	14
–family responsibilities	6	9	8	9
–waiting to enter or in Armed Forces	5	7	7	7
–on temporary layoff or waiting to report to work	5	4	6	8
–not educationally qualified for types of work available	5	4	6	8
–health problems or physical handicap	3	3	3	4
–could not arrange child care	2	2	2	2
–would have required moving	2	2	2	3
–union restrictions	1	1	1	1
• Of those not working in Oct. 1973, were looking for work in Sept. 1973	19	19	20	24

O.M.B. No. 51-S-73030
APPROVAL EXPIRES 9-1-74

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

First Follow-Up Questionnaire

Form A

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

OE FORM 2367, 9/73
MRC 3400

U.S. Office of Education
Department of Health, Education, & Welfare
Washington, D.C. 20202

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you first participated in the National Longitudinal Study of the High School Class of 1972. You may remember a questionnaire you filled out during your senior year in high school, in which you were asked about your program and activities, your educational and career plans, and your opinions about many aspects of your life.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population–young adults who are going through some of the most significant experiences of their lives.

Please take some time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you the results from OPERATION FOLLOW-UP early in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

J. A. Davis
RTI Project Director
Center for Educational Research and Evaluation

K. A. Tabler
USOE Project Director
National Center for Educational Statistics

Section A — General Information

1. What are you doing now?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Temporary lay-off from work, looking for work, or waiting to report to work	1	2
Other (please describe:_____)	1	2

2. Did you complete high school?

(Circle one.)

- No, still in high school ..... 1 — *(SKIP to q. 4)*
- No, left high school without completing 2
- Yes, graduated 3
- Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED .. 4

3. When did you leave or graduate from the last high school that you attended?

Date left: _____ (month) _____ (year)

FACTS ABOUT YOU IN OCTOBER 1973

4. With whom did you live, as of the first week of October 1973?

(Circle one.)

- By myself 1
- Parents 2
- With husband or wife 3
- With other relatives 4
- With person(s) not related to me 5

5. How would you describe your living quarters, as of the first week of October 1973?

(Circle one.)

- Private house or apartment 1
- Dormitory or apartment operated by a school or college 2
- Fraternity or sorority house 3
- Rooming or boarding house 4
- Other (please describe:_____) 5

6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8

6b. How far is this from the place where you lived as a senior in high school?

(Circle one.)

Same place I lived in when I was a senior in high school 1
Less than 50 miles 2
50 to 99 miles 3
100 to 199 miles 4
200 to 499 miles 5
500 miles or more 6

7a. What was your marital status, as of the first week of October 1973?

(Circle one.)

Never married, but plan to be married within the next 12 months 1
Never married, and don't plan to be married within the next 12 months .....2 } *(SKIP to q. 9)*
Married 3
Separated, divorced, or widowed 4

7b. When were you first married? _____ **(month)** _____ **(year)**

8. Did you have any children as of the first week of October 1973?

No 1
Yes (How many? _____) 2

9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes 1
No 2

10. As of the first week of October 1973, how many persons (*not* counting yourself) were dependent upon YOU for more than one half of their financial support?

(Circle one.)

None 0
One 1
Two 2
Three or more 3

11. What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.

	Your Own Income	Your Spouse's Income
TOTAL INCOME	$_____	$_____
From wages, salaries, commissions, and net income from business or farm	$_____	$_____
Scholarships, fellowships	$_____	$_____
Other (for example, interest, rental property income, public assistance, and unemployment compensation)	$_____	$_____

OPINIONS ABOUT YOURSELF AND THE FUTURE

12. How far in school would you like to get?

(Circle one.)

- High school only 1
- Vocational, trade, or business school
  - Less than two years 2
  - Two years or more 3
- College program
  - Some college (including two-year degree) 4
  - Finish college (four- or five-year degree) 5
  - Master's degree or equivalent 6
  - Ph.D., M.D., or equivalent 7

13a. If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?

(Circle one.)

- None 0
- Less than $500 1
- $500 to $999 2
- $1,000 to $1,999 3
- $2,000 to $3,999 4
- $4,000 to $4,999 5
- $5,000 to $6,000 6
- More than $6,000 (please specify amount _____) 7

13b. Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?

- No ..... 1 — *(SKIP to q. 14)* *Next page* ⟶
- Yes 2

13c. As a result, was there any change in your borrowing plans?

(Circle one.)

- No, I had no borrowing plans 1
- No, there was no change in my borrowing plans 2
- Yes, I decided to borrow more than I planned 3
- Yes, I decided to borrow less than I planned 4
- Yes, I decided not to borrow for this purpose 5

14. **As things stand now, how far in school do you think you actually will get?**

(Circle one.)

- High school only 1
- Vocational, trade, or business school
  - Less than two years 2
  - Two years or more 3
- College program
  - Some college (including two-year degree) 4
  - Finish college (four- or five-year degree) 5
  - Master's degree or equivalent 6
  - Ph.D., M.D., or equivalent 7

15. **How do you feel about each of the following statements?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

16. **What do you expect to be doing in October 1974?**

(Circle one number on each line.)

	Expect to be doing	Do not expect to be doing
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Other (please describe: _____)	1	2

17. **Do you plan to have your first child (or another child) before October 1974?**

(Circle one.)

- Yes 1
- No 2
- Don't know 3

18. How many children altogether do you eventually expect to have?

(Circle one.)

None 0
One 1
Two 2
Three 3
Four or more 4

19. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 02
FARMER, FARM MANAGER 03
HOMEMAKER OR HOUSEWIFE ONLY 04
LABORER such as construction worker, car washer, sanitary worker, farm laborer 05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 06
MILITARY such as career officer, enlisted man or woman in the Armed Forces 07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant 08
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher 09
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman 12
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker 13
SCHOOL TEACHER such as elementary or secondary 14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
TECHNICAL such as draftsman, medical or dental technician, computer programmer 16

NOT WORKING 17

20. How important is each of the following to you in your life? (Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3
Having leisure time to enjoy my own interests	1	2	3

Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

21. Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.

No.....1 — *(SKIP to q. 23)* *Next page* ⟶

Yes 2

22a. What type of training program(s) have you participated in?

(Circle one number on each line.)

	Yes	No
On-the-job training (a program of instruction during normal working hours)	1	2
Formal Registered Apprenticeship (your State or Labor Union)	1	2
Manpower Development and Training (MDTA)	1	2
Work Incentive (WIN)	1	2
Neighborhood Youth Corps (NYC)	1	2
Other manpower program (please specify: _____)	1	2
Correspondence course(s)	1	2
Non-credit courses for personal enrichment	1	2
Other (please specify: _____)	1	2

22b. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): _____

22c. How long does (or did) this program last?

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

22d. Have you completed this program?

(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

22e. Have you used this training on any job?

Yes 1
No.....2

23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

Yes ..... 1 — *(SKIP to q. 25)*

No 2

24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

(SKIP to Section C, page 15)

SCHOOL ATTENDANCE IN OCTOBER 1973

25. Were you taking classes or courses at any school during the first week of October 1973?

No ..... 1 — *(SKIP to q. 29a, page 9)* →

Yes 2

26a. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

26b. What kind of school is this? (Circle one.)

Vocational, trade, business or other career training school 1

Junior or community college (two-year) 2

Four-year college or university 3

Other (please describe: _____) 4

26c. Is this school public or private?

Public 1

Private 2

27a. When did you first attend this school? _____(month)_____(year)

27b. During the first week of October 1973, were you classified by this school as a full-time student?

Yes 1
No 2

27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

_____Hours per week

27d. At that time were you classified by your school as a freshman or sophomore?

(Circle one.)

My school doesn't classify students this way 1
Freshman (first-year student) 2
Sophomore (second-year student) 3
Other classification (specify: _____) 4

28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:

(Write in): _____

28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR one vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) 01
Business (accounting, marketing, personnel management, etc.) 02
Education (elementary, special, physical, etc.) ..03
Engineering (civil, electrical, mechanical, etc.) ..04
Humanities and Fine Arts (music, religion, English, etc.) 05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 06
Social Sciences (psychology, history, economics, sociology, etc.) 07
Other academic fields (agriculture, home economics, nursing, etc.) 08
An academic field, but undecided (circle here and SKIP to q. 29) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) 10
Computer Technology (keypunch operator, programming, computer operations, etc.) 11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 12
Health Services (lab technician, occupational therapy, practical nursing, etc.) 13
Public Services (police science, food service, recreation, beautician, etc.) 14
Other vocational areas (agriculture, home economics, etc.) 15
A vocational area, but undecided (circle here and SKIP to q. 29) 16

28c. How long does it normally take to complete this program?

(Circle one.)

Less than three months 1
Three to five months 2
Six to eleven months 3
One to two years 4
More than two years 5

SCHOOL ATTENDANCE IN OCTOBER 1972

29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?

Yes ..... 1 — *(SKIP to q. 30)*
No 2

29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Wanted to take a break	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

SKIP to q. 39, page 12 →

30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973? (Circle one.)

Yes ..... 1 — *(SKIP to q. 33b)*
No, not enrolled in October 1973 ..... 2 — *(SKIP to q. 32a)*
No, enrolled in different school 3

} *Next page* →

31. What were your reasons for changing schools? (Circle one number on each line.)

	Applies to me	Does not apply to me
My interest changed, and my former school did not offer the course of study I wanted	1	2
Wanted to attend a less expensive school	1	2
My grades were too low to continue at the former school	1	2
Wanted to be at a smaller school	1	2
Wanted to be at a larger school	1	2
Wanted to attend school closer to home	1	2
Wanted to attend a school farther away from home	1	2
Wanted to attend a school that would give me better career opportunities	1	2
Wanted to attend a school where I could feel more like I belonged	1	2
Wanted to attend a school where I could maximize my intellectual and personal development	1	2
More group or social activities of interest	1	2

32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

32b. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year).....2
Four-year college or university 3
Other (please describe: _____).....4

32c. Is this school public or private?

Public 1
Private 2

33a. When did you first attend this school? _____(month) _____(year)

33b. During October 1972, were you classified by this school as a full-time student?

Yes 1
No.....2

33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

_____Hours per week

34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?

(Circle one.)

Yes .....1 — *(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973 2
No, none indicated for October 1973 .....3 } *(SKIP to q. 36a) Next page* →
No, different than in October 1973 4

35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Courses more difficult than I expected	1	2
Met people with new ideas	1	2
Poor advice on original choice	1	2
Lack of information on jobs related to original choice	1	2
Content of courses different from what I expected	1	2
New information about other fields of study or training areas	1	2
Interest aroused by courses	1	2
More jobs available for graduates in the field I changed to	1	2
Other (please specify: _____)	1	2

36a. **In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): _____

36b. **Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

- **Biological Sciences** (zoology, physiology, anatomy, etc.) 01
- **Business** (accounting, marketing, personnel management, etc. 02
- **Education** (elementary, special, physical, etc.) ..03
- **Engineering** (civil, electrical, mechanical, etc.) ..04
- **Humanities and Fine Arts** (music, religion, English, etc.) 05
- **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) 06
- **Social Sciences** (psychology, history, economics, sociology, etc.) 07
- **Other academic fields** (agriculture, home economics, nursing, etc.) 08
- An academic field, but undecided (circle here and SKIP to q. 37) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

- **Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) 10
- **Computer Technology** (keypunch operator, programming, computer operations, etc.) 11
- **Mechanical and Engineering Technology** (automotive mechanic, machinist, drafting, construction, electronics, etc.) 12
- **Health Services** (lab technician, occupational therapy, practical nursing, etc.) 13
- **Public Services** (police science, food service, recreation, beautician, etc.) 14
- **Other vocational areas** (agriculture, home economics, etc.) 15
- A vocational area, but undecided (circle here and SKIP to q. 37) 16

36c. **How long does it normally take to complete this program?**

(Circle one.)

- Less than three months 1
- Three to five months 2
- Six to eleven months 3
- One to two years 4
- More than two years 5

37. **Did you withdraw altogether from this school prior to completing your training or program of studies?**

- No.....1 — *(SKIP to q. 39)* *Next page* ⟶
- Yes 2

38. **What were your reasons for withdrawing altogether?** **(Circle one number on each line.)**

	Applies to me	Does not apply to me
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to get practical experience	1	2
Courses were too hard	1	2
Failing or not doing as well as I wanted	1	2
Became homesick	1	2
Other (please describe: _____)	1	2

ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any <u>other</u> schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.

No ..... 1 — *(SKIP to q. 41a)*

Yes 2

40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)

School Name: _____

City: _____ State: _____

40b. What kind of school is this? **(Circle one.)**

Vocational, trade, business or other career training school 1

Junior or community college (two-year) 2

Four-year college or university 3

Other (please describe: _____) 4

40c. When did you <u>first</u> attend this school? _____ **(month)** _____ **(year)**

40d. Are you currently attending this school?

Yes 1

No (Date left: _____ month _____ year) 2

EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

41a. <u>Since leaving high school</u> which of the following best describes how well you have done in all of your <u>course-work or training through October 1973</u>? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes <u>closest</u> to describing your progress.

(Circle one.)

Mostly A 1

About half A and half B 2

Mostly B 3

About half B and half C 4

Mostly C 5

About half C and half D 6

Mostly D 7

Mostly below D 8

41b. Do <u>any</u> of these schools or programs give credits? **(Circle one.)**

I don't know 1

No ..... 2 — *(SKIP to q. 42) Next page →*

Yes 3

41c. <u>Since leaving high school</u>, about how many credits had you earned <u>by October 1973</u>? (Write in.)

_____ Number of quarter hours

_____ Number of semester hours

_____ Number of other type of credits (please specify type: _____)

42. **Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?**

(Circle one.)

No 1
Yes, a certificate (specify in what: _____) 2
Yes, a license (specify in what: _____) 3
Yes, a two-year or three-year vocational degree or diploma 4
Yes, a two-year academic degree 5
Yes, a four-year or five-year college Bachelor's degree 6
Yes, other (please specify: _____) 7

43. **Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?**

No 1
Yes (please specify _____) 2

44a. **Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?**

(Circle one.)

Never heard of such a program 1
Have heard of such a program but have not participated 2
(SKIP to q. 45)
Yes 3

44b. **What was the exact name, nature, and location of the program in which you participated?**

Name of the program _____

Nature of your participation: (Circle one number on each line.)

	Applies to me	Does not apply to me
Counseling	1	2
Tutoring	1	2
Remedial courses	1	2

Name of institution: _____

City: _____ State _____

45. **With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?**

(Circle one number on each line.)

	Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
The social life	1	2	3	4	5
Development of my work skills	1	2	3	4	5
My intellectual growth	1	2	3	4	5
The amount of money I have to get along on	1	2	3	4	5

SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.

Total expenses $_____ Spent over how many months?_____

46b. How was this money spent?

$_____ Tuition and fees
$_____ Room and board
$_____ Books and supplies
$_____ Transportation
$_____ Other related school expenses (clothing, laundry, etc.)

47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)

SAVINGS OR EARNINGS

Own savings or summer earnings .....01 ($_____)
College work-study programs .....02 ($_____)
Other earnings while taking courses .....03 ($_____)

INDIVIDUAL SUPPORT

Parents .....04 ($_____)
Husband or wife .....05 ($_____)
Other relatives or friends .....06 ($_____)

SCHOLARSHIPS OR GRANTS

Basic Educational Opportunity Grant Program .....07 ($_____)
Supplementary Educational Opportunity Grant Program ....08 ($_____)
College scholarship or grant from college funds .....09 ($_____)
ROTC scholarship or stipend .....10 ($_____)
Nursing Scholarship Program .....11 ($_____)
Health Professions Scholarship Program .....12 ($_____)
State scholarships .....13 ($_____)
Other scholarships .....14 ($_____)

LOANS

Federal Guaranteed Student Loan Programs .....15 ($_____)
State Loan Program .....16 ($_____)
Regular bank loan .....17 ($_____)
National Defense (Direct) Student Loan Program .....18 ($_____)
Health Professions Student Loan Program .....19 ($_____)
Nursing Student Loan Program .....20 ($_____)

OTHER

Law Enforcement Educational Program .....21 ($_____)
Veterans Administration War Orphans or Survivors Benefits Programs .....22 ($_____)
Veterans Administration direct benefits (GI Bill compensation or pension) .....23 ($_____)
Vocational Rehabilitation Program benefits .....24 ($_____)
Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents) .....25 ($_____)

Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

48a. Did you hold a job of any kind during the first week of October 1973?

Yes ..... 1 —*(SKIP to q. 49)* *Next page* ⟶

No 2

48b. What were the reasons you were not working during the first week of October 1973?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

48c. Were you looking for work during September 1973?

Yes 1
No ..... 2 —*(SKIP to q. 54a, page 17)* ⟶

49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? _____(month) _____(year)

g. Are you **currently** working at this job?

Yes 1

No.....2

50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?

_____Hours per week

50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)

$_____per week

51. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Pay and fringe benefits	1	2	3	4
Importance and challenge	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement with this employer	1	2	3	4
Opportunity for promotion and advancement in this line of work	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Job as a whole	1	2	3	4

52a. Do you expect to be working for this same employer in October 1974?

Yes 1
No 2

52b. Do you expect to be working at this same kind of job or occupation in October 1974?

Yes 1
No 2

53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?

Yes 1
No 2

JOB HELD IN OCTOBER 1972

54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?

(Circle one.)

Yes, same job as in October 1973 ..... 1 — *(SKIP to q. 56a)*
Yes, but different job than in October 1973 ..... 2 — *(SKIP to q. 55)*
No 3

Next page →

54b. What were the reasons you were not working during the month of October 1972?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

54c. Did you look for work during October 1972?

Yes 1
No 2

(SKIP to q. 58) *Next page* →

55. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? _____ (month) _____ (year)

g. Are you **currently** working at this job?

Yes 1

No (Left job: _____ month _____ year) 2

56a. How many hours per WEEK did you usually work at this job in October 1972?

_____ Hours per week

56b. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)

$_____ per week

57. Were you working at any other job during the month of October 1972 at the same time as the job you described above?

Yes 1

No 2

GENERAL

58. Each part of this question refers to the entire 52-week period from October 1972 to October 1973.

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) _____ Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? _____ Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) _____ Number of employers

59. **Since leaving high school, what methods did you use at any time in looking for work, and were they useful?**

(Circle one number on each line.)

	Never looked or used	Used but did NOT obtain job	Used and obtained job
High school employment service	1	2	3
Other school or college placement service	1	2	3
Professional periodicals or organizations	1	2	3
Civil Service applications	1	2	3
Public employment service	1	2	3
Private employment agency	1	2	3
Community action or welfare groups	1	2	3
Newspaper advertisement	1	2	3
Direct application to employers	1	2	3
Registration with a union	1	2	3
Friends or relatives	1	2	3
Other (specify: _____)	1	2	3

60. **While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)**

No ..... 1 — *(SKIP to Section D) Next page* →

Yes (In what area did you receive this training? _____) 2

61. **Since leaving high school, have you worked in a job where you expected to use this training?**

(Circle one.)

No, never looked for work where I could use it ..... 1 — *(SKIP to Section D) Next page* →

No, but looked for work where I could use it ..... 2 — *(SKIP to q. 63)*

Yes 3

62. **Which of the following apply to your experience while working in this area?** (Circle one number on each line.)

	Applies to me	Does not apply to me
I have been able to apply almost everything I learned in my high school training	1	2
I have been able to apply the basic principles of my training, although some things are different	1	2
I would have liked more experience in my training before I started working	1	2
I received training different from the way it is done on the job	1	2
I found my high school training useful in on-the-job training program(s)	1	2
I was trained with tools or equipment that are not used on my job	1	2
I could have gotten my job without the training	1	2
I took coursework associated with my training which was not helpful in performing my job	1	2
I would have liked more information about what was expected in the job beyond skills training	1	2
I would have liked other types of experience or information to be included in the training (describe: _____)	1	2
I consider myself doing as well as others with similar training	1	2
I consider the training a wise choice	1	2

63. **Which of the following apply to your experiences when trying to find work in your area of high school training?** (Circle one number on each line.)

	Applies to me	Does not apply to me
I did not find many job openings in that type of work	1	2
I was told I was not qualified	1	2
I did not know how to use the equipment or tools of the job	1	2
I was not offered enough pay	1	2
I did not have enough experience	1	2
I decided to enter a different line of work	1	2
I did not have the coursework or knowledge required of the job	1	2
I was offered a job related to my training but did not take it	1	2

Section D — Military Service

64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?

(Circle one.)

No 1
Yes, National Guard or Reserves but not active duty 2
Yes, active duty or service academy 3

(SKIP to Section E, page 22) →

65. Which branch of the Armed Forces did you enter? (Write in): _____

66. Did you enlist or were you drafted?

(Circle one.)

I entered a service academy ..... 1 *(SKIP to q. 72) Next page* →
I enlisted ..... 2 When? _____(month) _____(year)
I was drafted ..... 3 When? _____(month) _____(year)

67. When did you begin active duty? _____(month) _____(year)

68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No ..... 1 — *(SKIP to q. 70)*
Yes 2

69a. In which of the following fields have you received specialized schooling?

(Circle one.)

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) 1
Computer Technology (e.g., computer programming, computer operations, etc.) 2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) 3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) 4
Services (e.g., food service, security work, aircraft control, etc.) 5
Other (please specify: _____) 6

69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: _____ **MOS:** _____

70. What is the highest pay grade and specialty rating you have held?

Pay grade: _____ **Specialty rating:** _____

71. **Have you taken any courses while in the Armed Forces that:**

(Circle one number on each line.)

	Yes	No
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

72. **Do you plan to use the GI Bill to further your education?**

(Circle one.)

Yes 1
No 2
Undecided 3

73. **How satisfied are (were) you with the following aspects of your work in the Armed Forces?**

(Circle one number on each line.)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Pay and fringe benefits	1	2	3	4
Importance and interest of work	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement in the Armed Forces	1	2	3	4
Opportunity for promotion and advancement in my specialty	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Work as a whole	1	2	3	4

74. **Are you currently on active duty?**

No (Date left: _____ month _____ year) ..... 1 —*(SKIP to Section E) Next page* →
Yes 2

75. **How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

76. **What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

	Applies to me	Does not apply to me
Full- or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (please specify: _____)	1	2

Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?

(a) PARENTS OR GUARDIANS (Circle one number on each line.)					(b) FRIENDS YOUR OWN AGE (Circle one number on each line.)			
Encouraged	Discouraged	Both	Neither		Encouraged	Discouraged	Both	Neither
1	2	3	4	Getting a job or going to work	1	2	3	4
1	2	3	4	Going to school for vocational or technical training	1	2	3	4
1	2	3	4	Going to college for an academic education	1	2	3	4
1	2	3	4	Getting married	1	2	3	4
1	2	3	4	Entering the Armed Forces	1	2	3	4
1	2	3	4	Traveling or taking a break	1	2	3	4

78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

	None or grade school only	High School: Did not finish	High School: Finished	Vocational, trade, business, or career program in a school or college: Less than two years	Vocational, trade, business, or career program in a school or college: Two years or more	Academic programs: Some college (including two-year degree)	Academic programs: Finished college (four-or five-year degree)	Academic programs: Master's degree or equivalent	Academic programs: Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.

a. For whom does (or did) he work? (Name of company, business, organization, or other employer)
(Write in): _____

b. What kind of business or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)
(Write in): _____

c. What kind of job or occupation does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)
(Write in): _____

d. What are (or were) his most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)
(Write in): _____

80. Did your mother (or female guardian) usually work during the following periods of your life?

(Circle one number on each line.)

	Did not work	Worked part-time	Worked full-time	Does not apply
When you were in high school	1	2	3	4
When you were in elementary school	1	2	3	4
Before you went to elementary school	1	2	3	4

81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?

No ..... 1 — *(SKIP to q. 85) Next page* →

Yes 2

82a. When you first applied, what was the name and address of the FIRST school or college of your choice?

Name: _____

Address: _____
(city) (state)

82b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1

Yes, but this school did not have enough room 2

Yes, but did not attend for other reasons 3

No, was not accepted 4

82c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
} — *(SKIP to q. 83a)*

Yes, and was offered financial aid 3

82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

83a. At that time, what was the name and address of your SECOND CHOICE school or college?

I applied to only one school ..... 1 — *(SKIP to q. 85) Next page* →

Name: _____

Address: _____
(city) (state)

83b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1

Yes, but this school did not have enough room 2

Yes, but did not attend for other reasons 3

No, was not accepted 4

83c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
Yes, and was offered financial aid 3

(SKIP to q. 84a)

83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

84a. At that time, what was the name and address of your THIRD CHOICE school or college?

I applied to only two schools ..... 1 *(SKIP to q. 85)*

Name: _____

Address: _____
(city) (state)

84b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

84c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
Yes, and was offered financial aid 3

(SKIP to q. 85)

84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

85. How helpful were your high school's counseling services in each of the following areas?

(Circle one number on each line.)

	Services NOT available	Services available but NOT consulted	SERVICES CONSULTED AND... Very helpful	Helpful	NOT helpful
Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
Finding out where to train for the job or occupation I wanted	1	2	3	4	5
Placing me in a job or helping me to find employment	1	2	3	4	5
Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
Obtaining financial aid to go to school or college	1	2	3	4	5
Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the name, address and telephone number of your parents.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year)

(b) Sex: (Circle one.) Male.....1
Female.....2

(c) Social Security No. _____

(d) Driver's License No. _____ State _____

(e) When did you complete this questionnaire? _____(month)_____(day)_____(year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972